Title II
Higher Education Act

Quick Start Guide
to the
Institution and Program Report Card
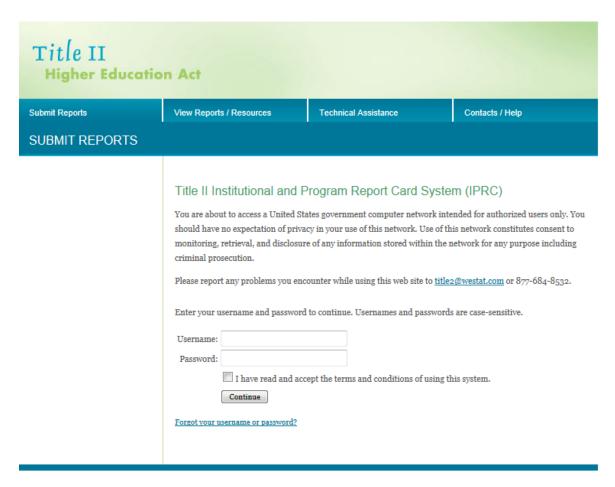# Reporting System (IPRC)

February 2013

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Part I: IPRC System and Reporting Tips

Logging In to the IPRC

To log in to the Title II Institution and Program Report Card reporting system (IPRC), go to: https://title2.ed.gov/Title2IPRC/default.aspx. Type in your username and password, check the box next to *I have read and accept the terms and conditions of using this system*, and click the Continue button.

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SUBMIT REPORTS

Title II Institutional and Program Report Card System (IPRC)

You are about to access a United States government computer network intended for authorized users only. You should have no expectation of privacy in your use of this network. Use of this network constitutes consent to monitoring, retrieval, and disclosure of any information stored within the network for any purpose including criminal prosecution.

Please report any problems you encounter while using this web site to title2@westat.com or 877-684-8532.

Enter your username and password to continue. Usernames and passwords are case-sensitive.

Username:

Password:

☐ I have read and accept the terms and conditions of using this system.

Continue

Forgot your username or password?

Changing Your Password
The first time you log into the IPRC, you will be prompted to change your password. Your new password must meet the following requirements:
- Must be 8-12 characters in length;
- Cannot be one of your last 6 IPRC passwords;
- Must contain at least one letter;
- Must contain at least one number;
- Must be changed at least every 90 days.

Setting Security Questions

After you change your password, you will see drop down menus containing security questions that will allow you to access the IPRC in the event you get locked out of the system. You will set up your security questions at the initial password change screen by selecting three different questions from the drop down menu in the **Question 1, Question 2** and **Question 3** boxes. After you have identified your questions, provide the answers in the **Answer 1, Answer 2** and **Answer 3** boxes. If you need to use this feature to unlock your account in the future, you will be required to provide the answers exactly as you have provided in this section.

After you have successfully changed your password and set up your security questions and answers, click **Save** to proceed.
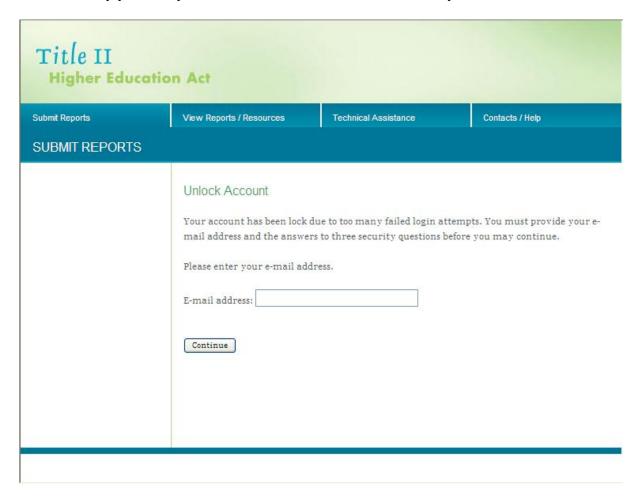
Account Information

Contact Name: [▼] [ ] [ ]

Title: [ ]

Agency: [ ]

Address: [ ]
[ ]

City, State, Zip [ ] [ ] [ ]

Phone: [ ]

Fax: [ ]

Email: [ ]

Username: [ ]   Must be 5 to 12 letters and/or numbers.

Password: [ ]   Must be 8 to 12 characters, contain a letter, and contain a number.

Confirm password: [ ]

Security Questions: Question 1: [▼]

Answer 1: [ ]

Question 2: [▼]

Answer 2: [ ]

Question 3: [▼]

Answer 3: [ ]

[Save]

Unlocking your Account

During subsequent logins, if you enter an incorrect username and/or password, you will see a message stating, "The username/password supplied is incorrect. Please check it before trying again." If you enter an incorrect username and/or password three times during a twelve hour span, your account will be locked.

You can unlock your account by answering the three security questions that you provided at your initial login. To begin this process, enter your email address in the box provided and click **Continue.** You must ensure that you provide the email as it was listed in the IPRC account information. If you provide anything different from what is on file, the IPRC system will not be able to identify you, and you will need to contact Westat to unlock your account.
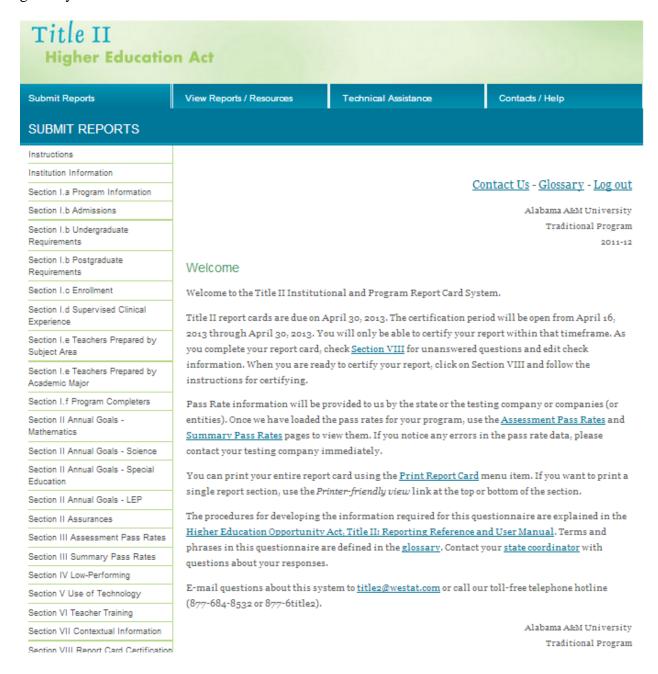

Invalid Username
If you receive a message saying "Your username is invalid," this indicates that you have entered your username incorrectly, or you are trying to log into a website other than the IPRC. Be sure that you are using this website to log into the IPRC:
https://title2.ed.gov/Title2IPRC/default.aspx.

Deactivated Accounts
IPRC accounts that are not used for more than 90 days are deactivated. All accounts are re-activated when the reporting system opens each February. If you get a message that your account is not currently active when trying to log in, contact Westat (title2@westat.com) to reactivate your account.

Navigating the IPRC

Once you log in to the IPRC, you can access all sections of the report by clicking the links on the left side of the page. You can also access other information, such as the instructions and glossary.

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Submit Reports	View Reports / Resources	Technical Assistance	Contacts / Help

SUBMIT REPORTS

Instructions
Institution Information
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Section I.b Undergraduate Requirements
Section I.b Postgraduate Requirements
Section I.c Enrollment
Section I.d Supervised Clinical Experience
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Section II Assurances
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Section III Summary Pass Rates
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Section VIII Report Card Certification

Contact Us - Glossary - Log out

Alabama A&M University
Traditional Program
2011-12

Welcome

Welcome to the Title II Institutional and Program Report Card System.

Title II report cards are due on April 30, 2013. The certification period will be open from April 16, 2013 through April 30, 2013. You will only be able to certify your report within that timeframe. As you complete your report card, check Section VIII for unanswered questions and edit check information. When you are ready to certify your report, click on Section VIII and follow the instructions for certifying.

Pass Rate information will be provided to us by the state or the testing company or companies (or entities). Once we have loaded the pass rates for your program, use the Assessment Pass Rates and Summary Pass Rates pages to view them. If you notice any errors in the pass rate data, please contact your testing company immediately.

You can print your entire report card using the Print Report Card menu item. If you want to print a single report section, use the *Printer-friendly view* link at the top or bottom of the section.

The procedures for developing the information required for this questionnaire are explained in the Higher Education Opportunity Act, Title II: Reporting Reference and User Manual. Terms and phrases in this questionnaire are defined in the glossary. Contact your state coordinator with questions about your responses.

E-mail questions about this system to title2@westat.com or call our toll-free telephone hotline (877-684-8532 or 877-6title2).

Alabama A&M University
Traditional Program

Features of the IPRC
The following features can be found throughout the IPRC:
- Radio buttons
- Text boxes
- Check boxes
- Glossary
- Printer-friendly View
- Contact Us
- Check Spelling
- Buttons to **Save** and **Reset**

Radio buttons. You may choose only ONE response when using radio buttons. To select a radio button, click on it with your mouse. Once a radio button is selected, the only way to deselect it is to choose another radio button in that response.

Text boxes. Single-line text boxes are usually limited to the size of the displayed box. Multi-line text boxes do not have a character limit; however, we encourage you to be brief, concise and to the point when entering text.

Section V Use of Technology

Printer-friendly view (opens in new window)

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
  - ○ Yes
  - ○ No
- use technology effectively to collect data to improve teaching and learning
  - ○ Yes   ← Radio Button
  - ○ No
- use technology effectively to manage data to improve teaching and learning
  - ○ Yes
  - ○ No
- use technology effectively to analyze data to improve teaching and learning
  - ○ Yes
  - ○ No

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

> Text Box

Check Spelling

Save   Reset

Check boxes. You may choose more than one check box in a single response. To select a check box, click your mouse in the box (or using the Tab key, tab to the box and press the space bar). To deselect a box, click your mouse in the box (or press the space bar) again.

Glossary. If you want to check the definition of a word listed in the glossary, click on the Glossary link at the top or bottom of the page. A new window will open with the glossary.

Printer-Friendly View. To print a section of the report, click on the Printer-Friendly View link at the top or bottom of the page. A new window will open with the report section formatted for printing. To print the section, use your browser print function. Be sure you have saved any newly entered information before clicking Printer-Friendly View, as it will only display the saved data.

Contact Us. If you need technical assistance with this Website, click the Contact Us link. A new window will open with email and telephone contact information.

Check Spelling. If you want to check the spelling in a section, click on the button at the bottom of the page marked, "Check Spelling." A new window will open that lists spelling errors and suggests replacements. This feature is similar to those used in word processing programs. In order for the spell-check feature to work properly, your browser must allow pop-up windows. Please disable any pop-up blockers when using this feature.
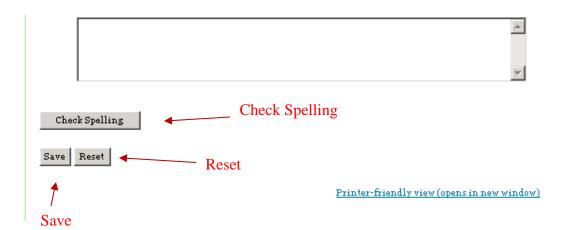
Buttons. At the bottom of most pages are **Save** and **Reset** buttons. A description of each is below.

Save: Selecting this button saves data in the section and keeps you in that section. If you will be working on the same section for a long time, we recommend that you save your data at least every 15 minutes.

Reset: This button will reset all fields in the section to their last saved value. For example, if you make changes to a saved section but do not want to save the changes, use the Reset button. The section will return to how it appeared the last time you saved it.

Title II Contacts

Completing your Title II Institution Report Card requires collaboration between individuals within your institution, your State Title II Coordinator, the testing companies used in your state, and Westat's Title II Service Center. With so many organizations and individuals involved in the reporting process, it is important for you to know who to contact when questions or problems arise.

- Contact your State Title II Coordinator if you have questions about your program type (traditional, IHE-based alternative route, or non IHE-based alternative route) or your program's at-risk or low-performing status.

- Contact Westat's Title II Service Center if you have questions or problems related to the Title II Institution Report Card reporting system (i.e., difficulty logging in, error messages when you try to enter data) or questions regarding the interpretation of a reporting element.

- Contact your testing agency if you have questions or problems related to the timeline or process of reporting and verifying pass rates.

State Title II Coordinators:

The full list and contact information for all State Title II Coordinators is available on the Title II website here: https://title2.ed.gov/contactsState.asp

Westat's Title II Service Center:

✉ Title2@westat.com   ☎ (877) 684-8532

Testing Agency Contacts:

ETS	Pearson
Sharen Virgin, Title II Administrator	Jeanne Clayton, Senior Area Director
✉ Title2@ETS.ORG	✉ Jeanne.Clayton@pearson.com
☎ 609-683-2733	☎ (413) 256-0444
ABCTE	ACTFL
Albert Chen, Vice President of Operations	Cara Brozenich, Testing Specialist
✉ achen@abcte.org	✉ cara.brozenich@languagetesting.com
☎ (202) 263-8322	☎ (914) 963-7710 x 119

Preloaded Data in the IPRC

Several sections of the IPRC are preloaded with data from your previous year's IPRC report. Additionally, Westat works directly with State Title II Coordinators and testing company representatives in order to upload pass rates into Section III of the IPRC. The table below identifies each section of the report card and indicates the source of data.

Preloaded Data in the IPRC

Section of the Institution and Program Report Card	Source of data, if preloaded
Institution Information	Contact information is preloaded from previous IPRC report. Questions about TQP grants are not preloaded; you will need to enter the data.
Section I.a Program Information	*
Section I.b Admissions	Preloaded from previous IPRC report
Section I.b Undergraduate and Postgraduate Requirements	*
Section I.c Enrollment	*
Section I.d Supervised Clinical Experience	The first two questions (clock hours required prior to and for student teaching) are preloaded. You will need to enter data for the remaining questions.
Section I.e. Teachers Prepared by Subject Area and Teachers Prepared by Academic Major	*
Section I.f Program Completers	Program completer data for prior years is preloaded. You will need to enter data for the number of program completers in the most recent academic year.
Section II Annual Goals (Mathematics, Science, Special Education, and LEP)	*
Section II Assurances	Preloaded from previous IPRC report
Section III Assessment Pass Rates and Summary Pass Rates	Westat works with testing company to upload
Section IV Low-Performing	Preloaded from previous IPRC report
Section V Use of Technology	Preloaded from previous IPRC report
Section VI Teacher Training	Preloaded from previous IPRC report
Section VII Contextual Information (optional)	Preloaded from previous IPRC report
Section VIII Report Card Certification	*

*These sections of the Institution and Program Report Card are not preloaded. You will need to enter the data into the report each year.

Part II: Institution and Program Report Card Sections

Institution Information

Institution Information requires institutions to provide contact information for their program and indicate whether or not the institution is a member of an HEA Title II Teacher Quality Enhancement Partnership (TQP) grant awarded by the U.S. Department of Education. If yes, institutions are to provide additional identifying information about the TQP grant.

Section I. a Program Information

Section I.a requires institutions to list each teacher preparation program within the institution, and indicate whether or not the program is a TQP grant member. For the purposes of this section, "teacher preparation program" includes individual programs within the institution. For example, an institution may offer a Special Education teacher preparation program, an Elementary Education teacher preparation program, and a Secondary Education teacher preparation program; each program should be listed separately in this section. For a traditional report, list all traditional teacher preparation programs within the institution. For an alternative report, list all alternative programs within the institution. Additionally, please provide the total number of teacher preparation programs within the institution.

Section I.b: Admissions and Undergraduate/Postgraduate Requirements

Section I.b is split into three sections: Admissions, Undergraduate Requirements, and Postgraduate Requirements. In Section I.b Admissions, institutions report information on the timeframe for admitting students into the program, whether the program conditionally admits students, and a link and optional textbox for additional information on admissions.

Section I.b Undergraduate Requirements and Section I.b Postgraduate Requirements require institutions to report on the elements required for entry into and exit from any initial teacher certification program(s) at either the undergraduate or postgraduate level. Entry/exit requirements are listed along with radio buttons to select Yes or No. Yes indicates the element is required for entry into or exit from the teacher preparation program, while No indicates the element is not required for entry into or exit from the teacher preparation program. Institutions are also required to report the minimum GPA required for entry and exit (if required), and the median GPA for individuals entering the program and for individuals completing the program.

For purposes of reporting, the entry and exit requirements refer to elements required for entry into or exit from the teacher preparation program, *not* the institution of higher education (IHE).

Example: An IHE requires a minimum high school GPA for entry into the IHE at the undergraduate level. The traditional teacher preparation program, which is an undergraduate program within that IHE, does not specifically require a minimum high school GPA. It does

require a minimum GPA in content area coursework. The correct way to report on these elements is "No" for "Minimum high school GPA" since it is not a specific admissions requirement of the teacher preparation program, and "Yes" for "Minimum GPA in content area coursework."

Section I.c: Enrollment

Section I.c requires institutions to report the number of students enrolled in the teacher preparation program by total enrollment, gender and race/ethnicity. For purposes of this data collection, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program. Institutions will submit enrollment data for each academic year, which is defined as September 1 through August 31 of each year.

While institutions are required to report enrollment information, it is important to note that gender and race/ethnicity are often voluntarily self-reported data, and some individuals may choose to withhold their gender or race/ethnicity. When reporting this data, states may find that the sum of their gender and race/ethnicity categories may not add up 100 percent of their total enrollment. The U.S. Department of Education recognizes that demographic data reported in this section is obtained through self-identification of enrollees and is not mandatory for individuals to provide. States should provide the data they have even if it is not complete. For guidance from the USDOE on the collection and reporting of racial and ethnic data, please see http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf.

For purposes of reporting, the enrollment section refers to the number of teacher candidates enrolled in the teacher preparation program, *not* the total number enrolled in the IHE.

Examples:

An enrolled student self-identifies as a white female, therefore this student should be reported under "Total Enrollment", "female" in the gender section and "White" under the race/ethnicity categories.

An enrolled student does not provide information regarding gender or race/ethnicity. The correct way to report this student is to include him in the "Total Enrollment" count, but not include him in any gender or race/ethnicity categories.

A student that was enrolled in the program at the beginning of the fall semester completes the program during the spring semester. The correct way to report would be to count this student as a program completer, not an enrolled student.

Section I.d: Supervised Clinical Experience

Section I.d Supervised Clinical Experience requires institutions to report data on supervised clinical experience. Data on the following elements of supervised clinical experience will be reported:

- Average number of clock hours of supervised clinical experience required prior to student teaching;
- Average number of clock hours of supervised clinical experience required for student teaching;
- Average number of clock hours of supervised clinical experience required for mentoring/induction support;
- Number of full-time equivalent faculty supervising clinical experience during this academic year;
- Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff); and
- Number of students in supervised clinical experience during this academic year.

Supervised clinical experience is defined as a series of supervised field experiences (including student teaching) with PreK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Section 202 (d)(2) of the *Higher Education Act,* as amended in 2008, describes features of clinical experience. Courses in the curriculum that include the activities described in Section 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework as nonclinical or clinical. Alternative route programs can work with their state to determine what courses are supervised clinical experiences if the alternative route program's courses do not meet the definitions above.

"Average number of clock hours required" refers to hours per teacher preparation program participant. To the extent possible, responses are to separate pre-student teaching clinical experience from student teaching. The intent is not to aggregate across teacher preparation program participants, but rather to assess per-person clock hours. "Clock hours" does not refer to semester or credit hours, but actual time spent on these activities. In the term "supervised clinical experience," it's the overall experience that is supervised, not every moment of the experience. No faculty to student ratio is required, nor expected.

Supervising faculty are defined as all persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program. When reporting on the number of faculty in supervised clinical experience, do not weight the number of faculty based on the number of teacher preparation program participants they are supervising or the number of credit hours their supervision represents. A full-time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE. PreK-12 staff (whether teachers or other educational leaders) who are engaged significantly with the teacher- candidates during their supervised clinical experience – in terms of spending significant amounts of time working with them – should be counted in the FTE faculty. We suggest three criteria, any one of which would imply inclusion in the count:

- If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty;
- If they receive a stipend from the teacher preparation program for their participation;
- If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public.

Section I.e: Teachers Prepared

Section I.e requires institutions to report the number of program completers by Subject Area and by Academic Major.

Teachers Prepared by Subject Area
In this table, institutions report the number of program completers by subject area. Subject area refers to the area in which individuals are prepared to teach.

For each subject area listed, provide the number of program completers prepared to teach that subject, choosing the subject area that best fit the area in which the individual was prepared. Individuals can be counted more than once. For example, if an individual was prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. Cells may be blank if no individuals were prepared in a particular subject area.

Teachers Prepared by Academic Major
In this table, institutions report the number of program completers by academic major. Academic major refers to the actual major granted to an individual.

For each academic major listed, provide the number of program completers in that major, choosing the academic major that best fit the major offered by their institution. For example, an individual that majored in Geology would have been counted in the "Geological and Earth Sciences/Geosciences" academic major. The list of majors includes several "Teacher Education" majors, as well as several non-education majors. If an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category. Individuals may be counted more than once. If an individual majored in Secondary Math Education, that individual should be counted in the "Teacher Education-Secondary Education" academic major category, as well as the "Teacher Education–Mathematics" category. Cells may be blank if no individuals were prepared in a particular academic major.

Section I.f: Program Completers

Section I.f requires institutions to report the total number of program completers for the current year and previous two academic years. This count is an unduplicated count of individuals completing the teacher preparation program during the academic years being reported. For the

2013 report, states will provide the number of program completers for AY 2009-10, AY 2010-11 and AY 2011-12.

For purposes of reporting, a program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

Section II: Annual Goals

Section II Annual Goals requires institutions to set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary. Section II Annual Goals is split into the following four teacher shortage area sections: Mathematics, Science, Special Education, and instruction of limited English proficient students (LEP).

For each teacher shortage area, institutions will report on the goal they set for the prior academic year, whether or not they met the goal, and strategies and lessons learned in meeting the goal. Additionally, institutions will indicate their goal for the current academic year and the next academic year.

If your institution does not prepare teachers in a teacher shortage areas listed, please indicate that in the appropriate radio button for each academic year in that teacher shortage area.

Section II: Assurances

Section II requires institutions to certify that they are in compliance with assurances related to their teacher preparation. Institutions should be prepared to provide documentation and evidence for responses, when requested, to support the assurances.

All responses from the previous year's report are preloaded into this section. Please review these data to ensure that the information is correct and current.

Section III: Pass Rates

Westat will work with State Title II Coordinators and testing company representatives in order to upload pass rates into Section III of your Institution and Program Report Card. In accordance with testing company verification schedules, we anticipate that pass rates will be uploaded into reports in mid-April. Once pass rates are uploaded, you will receive a notification email alerting you that pass rates are available for your review in the report.

Section IV: Low-Performing

Section IV requires institutions to respond to questions about the accreditation and low-performing status of their teacher preparation program.

All responses from the previous year's report will be preloaded into this section. Please review these data to ensure that the information is correct and current.

Section V: Use of Technology

In this section, provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

For Title II reporting purposes, universal design for learning is defined as a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section VI: Teacher Training

In this section, provide information about the preparation of both general and special education teachers to teach students with disabilities and students who are limited English proficient. Include planning activities and timelines if these activities are not currently in place.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section VII: Contextual Information (optional)

In this optional section, you may choose to provide any additional information that describes your teacher preparation program(s) or provides additional context for the information in the report.

You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available. To attach information by uploading a supporting document, under the Supporting Files subsection of the Contextual Information page, click the Browse button to navigate your computer and select a document. Once you have selected your document, click open. Click the Upload button to finish the upload process. Please note you can only upload Microsoft Word, Microsoft Excel or Adobe PDF documents. In the Link Text box, provide a brief title or description of the document. The files you upload will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Supporting Files

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

You may not upload any file larger than 4 MB. Please put any large files on your program's web server and provide links to them in *Links to Related Web Sites* below.

Link text: [_____]

File: [_____] [Browse...]

[Upload File]

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section VIII: Report Card Certification

Title II Institution and Program Report Cards are due annually on April 30. Neither the U.S. Department of Education nor Westat has the authority to grant extensions to the deadline. The certification period will be open from April 16 through April 30, 2013. You will only be able to certify your report within that timeframe.

When all sections of the report are complete, follow these steps to certify and submit your report:
- Select the check box under "Certification of submission."
- Enter your name and title.
- Select the check box under "Certification of review of submission."
- Enter the name and title of the reviewer. The reviewer may be the president, dean, provost, or any other representative of the institution that has reviewed the report for accuracy.
- Finally, click the "Certify and Submit Report Card" button. *Do not click this button until you are ready to submit your completed report. Once you certify and submit your report, it becomes read-only and you will no longer be able to make changes.*

Data Edit Checks
Throughout the data collection, the system continuously runs Data Edit Checks to ensure the report is complete. If the report is not complete, or if there are any data errors within the report, the system will present a list of errors or questions that have been left unanswered. You must complete all questions and resolve any errors before you are able to certify and submit your report.

Data Edit Checks

Please resolve the following items:

Section	Item
Institution Information	TQP grant member is blank.
Section I.a	Teacher preparation programs have not been reported
Section I.b Postgraduate Requirements	Initial certification programs at this level not reported
Section I.b Undergraduate Requirements	Initial certification programs at this level not reported
Section I.c	Total enrollment is missing
Section I.c	Male enrollment is missing
Section I.c	Female enrollment is missing
Section I.c	Hispanic/Latino enrollment is missing
Section I.c	American Indian or Alaska Native enrollment is missing
Section I.c	Asian enrollment is missing

Comparison with Last Year

For your reference and review, the system displays a comparison of data reported this year with data reported last year, as well as a percent change from last year to this year. Please use this feature to review any significant changes in your data as a way to double-check for accuracy.

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	85	0	
Male Enrollment	23	0	
Female Enrollment	62	0	
Hispanic/Latino Enrollment	0	0	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	79	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	6	0	
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	205	205	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	15	0	
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	2	0	
Number of students in supervised clinical experience during this academic year	58	0	
Total completers for current academic year	65	0	